



Demographic	All staff have a clear understanding of our context. School staff use the knowledge below to ensure children and families are well supported. Almost all staff use this shared data to set high expectations for our children. Roll 400 organised over 13 straight classes and 1 composite class ~ FME 38.66% P6 & 7 – 28.3% ~ SIMD Profile – Average 3.5 % 1- 49, 2- 118, 3-80, 4-103, 5-5, 6-43, 7-12, 8-9, 9-1, 10- 12. Care Experienced 2.06% Young Carers 3.35% EAL 12.37% We are proud that Lynburn Primary School has achieved the Bronze ‘We Recognise, We Care Award’. We take great pride in supporting our Young Carers and helping them to achieve their full potential. 43.6 % of our children have an ASN.						
Vision, values and aims	Vision, Values & Aims  To provide opportunities for children to try their best to reach their targets, to realise that making mistakes is an important part of learning and to keep going no matter what. REACH FOR THE STARS Respect To create a safe and happy environment where everyone is treated fairly and with respect. Kindness Resilience To encourage everyone to make healthy and safe choices and take pride in themselves and their achievements. Confidence  To have a caring community with children supporting others and helping to keep our planet safe and green 						
Attendance (Stretch 92.1%)	Total 90.19%	%	Authorised	4.45 %	Unauthorised	5.36 %	
Exclusions %	0.00%						
Summary of consultation with stakeholders	- All parents/carers had the opportunity to feedback on improvement priority work through MS form and through drop ins at Parents Evenings - Parent focus group was part of Learning Partnership - Pupils on-going feedback gathered through regular pupil focus groups, pupil leadership groups and questionnaires – - Pupil wise and parent wise survey and HWB/Shine surveys						
Attainment Scotland Fund Allocation (PEF)	£176,400						

Cost of the School Day statement	In Lynburn PS we recognise the need to reduce the Cost of the School Day for all our children and particularly for those who are already experiencing poverty. We have created a booklet for families detailing grants and funding and support them to apply through workshops. We examine the school day through the following headings; Uniform – referrals to clothing bank, uniform/clothing swap shop and Christmas Jumpers/Halloween costumes swap shop. School bags and other items available to all children. School Trips/Transport - Children in receipt of FSM have subsidised residential to Ardroy from the Carnegie Trust. We support families to apply for the NEC card entitling them to free transport. Other trips have a zero or very little cost attached. Eating – Free Breakfast Café at Universal Level, targeted breakfast club funded by Stephen’s Foundation. Fairshare /Big Hoose available for all families. Free fruit bowl for those with no snack. Referrals to Foodbank. Café Inc provision during holiday periods. Clubs - All After school clubs are free. Using data from Active Schools we target families and also offer free swimming lessons and holiday activities/camps Home learning – Government funded Chromebooks to support learning at home in as I pads are being used in school and not at home as yet.
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Summary of Progress and Impact from last session’s Improvement Plan and Next Steps

ELC/School Improvement Priority 1 - Raise attainment in reading

- To upskill and support teachers to deliver high quality consistent guided reading sessions using the Stephen Graham approach
- To support staff to develop knowledge and understanding of the Fife Guided Reading Framework to improve outcomes and attainment for all learners in reading

1.2 – Leadership of Learning

1.3 – Leadership of Change

2.2 – Curriculum

2.3 – Learning, Teaching and Assessment

3.2 – Raising attainment and achievement

Has this priority been: (please highlight)	Fully achieved		Partially achieved	yes	Continued into next session	yes
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Progress:

Successful implementation of the Stephen Graham approach to reading and writing across the school. Work undertaken this session has included:

- All Teaching Staff engaged with Stephen Graham Reading 5 professional learning sessions across the academic year and implemented this approach within classes adapting to suit needs of all learners– *All staff now understand guided reading pedagogy and have engaged with PM Benchmarking Resources now available within school. Learners across the school now receiving more effective learning, teaching and assessment within reading.*
- All teaching staff engaged in professional dialogue on approaches to reading that supported the development and creation of a whole school reading strategy

- Professional learning for teaching staff on Fife Reading Assessment Packs and using digital technologies to support assessment in reading (Inset Nov 25 & Feb 26) - *All teaching staff now familiar with Fife Reading Assessment Packs. Resources shared and staff signposted to additional resources on Fife Literacy Blog. Staff now able to make more effective judgements on achievement of a CfE level.*
- Team teaching and modelling supported by Closing the Gap CT – *Focused work carried out in P3a, P3b, P4a, P4b and P5a. Teaching staff supported to level learners using PM resources and implement a guided reading carousel across the school week.*

Engagement from CTG CT in QI Reading Project with P4a. This work has included:

- Carrying out baseline assessments using benchmarks – *All learners in P4a completed a 1st Level Reading Assessment. Pareto graph created and clear areas for improvement identified.*
- Worked with class teacher to implement QI approach – *Class teacher and Closing the Gap Teacher collaboratively planned and delivered whole class sessions based on assessment data.*
- Supported with ongoing assessment - *Closing the Gap Teacher supported the ongoing assessment using QI methodology. Run chart generated and maintained.*
- Completed post assessments to measure impact - *Closing the Gap Teacher completed post intervention assessments using same 1st Level Reading Assessment. Attainment in reading increased across the class.*

Successful deployment of High Frequency Word PALs to raise attainment in reading. Work undertaken this session has included:

- Approach initially trialed across P2 (7 learners) and P5 (7 learners) - P5 learners trained as Reading PALs. Two groups targeted across the year; Target Group 1 (Nov – Feb), Target Group 2 (March – June) -*The majority of P2 target learners now know more than 70% of Early Level High Frequency Words. All P5 learners now know 80% or more of 1st Level High Frequency Words.*
- Approach deployed to targeted groups in P3 and P4 with P6 and P7 buddies – *final assessments not yet complete. P6 & 7 completed meta-skills survey and impact of intervention on them will be based on meta-skills development.*
- Additional staff upskilled at running the initiative – *SfL Teacher trained in approach to support sustainability.*

PSA training was delivered to develop their understanding on how to support literacy development within their role.

See SEF Report for additional information and narrative

Impact:

- The implementation of the Stephen Graham's approach to guided reading, by all teaching staff, show through ongoing assessment evidence that most learners are making appropriate progress, with targeted support contributing to improved outcomes for identified groups, supporting equity. Effective professional learning and collaborative self evaluation have strengthened staff practice and supported sustainable improvement
- The development and implementation of a whole-school reading strategy will result in increased consistency in high-quality learning and teaching, with staff demonstrating a shared understanding of effective reading pedagogy. Learners will be more engaged and motivated, showing improved ability to apply reading skills and articulate their understanding across a range of contexts. Overall, the strategy will have a positive impact on attainment, engagement and consistency of practice across the school.

High Level Statements:

- Most children in P2, P3, and P4 are on track within reading.

Woodmill Cluster Focus School	Cohort	Literacy Attainment Aug 2025	% of pupils in SIMD1-2 On Track	% of FSM pupil On track	Stretch Target	Literacy Attainment Feb 2026	% of pupils in SIMD1-2 On Track	% of FSM pupil On track	Gain% Aug - Feb	Literacy Attainment June 2026	% of pupils in SIMD1-2 On Track	% of FSM pupil On track	Overall Gain %
Lynburn PS	P2	Overall Literacy - 66%				73%			+ 7% Overall	78.3%			+12.3% Overall
		Reading 57% (24 out of 42 pupils)	43% (6 out of 14 pupils)	38% (3 out of 8 pupils)		64% (27 out of 42 pupils)	53% (8 out of 15 pupils)	43% (6 out of 14 pupils)	+ 7% Overall Reading + 10% SIMD + 5% FSM	Reading - 74.4% (32 out of 43 pupils)	66.7% (10 out of 15 pupils)	57.1% (8 out of 14 pupils)	+17.4% Reading +23.7% SIMD +19.1% FSM
	P3	Overall Literacy - 73.5%				77.5%				76.9%			+ 3.4% Overall
		Reading - 69.4% (34 out of 49 pupils)	78.9% (15 out of 18 pupils)	68.4% (13 out of 19 pupils)		Reading - 69.4% (34 out of 49 pupils)	78.9% (15 out of 18 pupils)	68.4% (13 out of 19 pupils)	No change	Reading - 76.9% (40 out of 52 pupils)	84.2% (16 out of 19 pupils)	68.4% (13 out of 19 pupils)	+ 7.4% Reading + 6.7% SIMD No change FSM
	P4	Overall Literacy - 62.5%			68.4%	66.7%			+4.2 Overall	73.7%			+11.2% Overall
		Reading - 68.4% (39 out of 57 pupils)	59% (13 out of 22 pupils)	50% (8 out of 16 pupils)		75.4% (43 out of 57 pupils)	73% (16 out of 22 pupils)	69% (11 out of 16 pupils)	+ 7% Reading + 14% SIMD + 19% FSM	Reading - 79% (45 out of 57 pupils)	81.8% (18 out of 22 pupils)	62.5% (10 out of 16 pupils)	+10.6% Reading +22.8% SIMD +12.5% FSM
	P5	Overall Literacy - 59.9%				58%			-1.9% Overall	61.2%			+1.3% Overall
		Reading - 55.6% (30 out of 54 pupils)	58% (15 out of 26 pupils)	35% (8 out of 23 pupils)		55.2% (32 out of 58 pupils)	59% (17 out of 29 pupils)	40% (10 out of 25 pupils)	-0.4% Reading +1% SIMD + 5% FSM	Reading - 55.7% (34 out of 61 pupils)	58.6% (17 out of 29 pupils)	40.7% (11 out of 27 pupils)	+0.1% Reading +0.6% SIMD +5.7% FSM

- The majority of learners in P5 are on track within reading.
- Significant gains have been made within attainment in reading for focus cohorts – evidence that the poverty related attainment gap is closing.

P2

- 12.3% increase in overall literacy attainment.
- 17.4% gain in reading attainment. (8 learners who were off track are now on track)

P3

- 3.4% increase in overall literacy attainment
- 7.4% gain in reading attainment (6 learners who were off track are now on track)

P4

- 11.2% increase in overall literacy attainment - meeting stretch aim.
- 10.6% increase in reading attainment (6 learners who were off track are now on track)

P5

- Little to no change in attainment percentages (cohort numbers raised from 54 to 61)
- 4 learners who were off track for reading are now on track

Attainment Gains Table 25/26:

Teacher Feedback:

"Having CTG teacher support has played a vital role in supporting writing across my class, providing high-quality modelling and targeted writing interventions that have directly improved learner progress.

She has modelled and discussed the best ways I can support writing to all my learners, and how to effectively use supports to improve confidence in writing.

Her input has helped me develop effective strategies for teaching writing and ensuring that identified learners receive focused support to close attainment gaps."

"Team teaching has

- provided me with some assistance to improve the structure and organisation of my reading comprehension lessons.*
- allowed time to observe learners whilst the teaching is happening, which in turn increases my knowledge of how some learners learn.*
- allowed me to share the load and concentrate on one or two smaller groups.*
- given me a good start to embedding the Stephen Graham approach within my lessons.*
- allowed me to learn from a more experienced teacher to help develop my practise."*

Next Steps (if appropriate) to be high-level strategic and detailed:

- Banding of books to match PM Reading Scheme to further support the use of the Stephen Graham approach.
- Utilise digital technologies (Showbie on iPads) to support more independent running of HFW PALs – upskill older learners to do this.
- Continue to focus on reading pedagogy – consider supporting peer observations on reading in 26/27 session.
- All teaching staff to continue to implement the guided reading approach
- All teaching staff will receive a copy of the LPS Reading Strategy and will follow consistent approaches to improve learning, teaching and assessment of reading within their classes

Summary of Progress and Impact from last session's Improvement Plan and Next Steps

School Improvement Priority 2 –

- Support and enhance the delivery of high-quality learning, teaching and assessment through professional learning for all staff on the use of digital technology
- To support all staff through the use of digital technologies to create a more inclusive, engaging and personalised learning environment leading to improved outcomes for children and young people

HGIOS4 Quality Indicators:

1.3 Leadership of change

2.2 Curriculum

2.3 Learning, Teaching and Assessment

2.4 Personalised Support 2.6 Transition

3.2 Raising attainment and achievement

3.3 Increasing creativity and employability

Has this priority been: (please highlight)	Fully achieved		Partially achieved		Continued into next session	Yes
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Progress:

- Progress has been made in developing staff capacity and embedding digital learning across the school. All staff have engaged in five professional learning sessions, ensuring a consistent understanding and approach to transforming learning and the effective use of digital technology. An online planning folder has also been created and is available for use on iPads through OneNote, supporting consistency in planning and accessibility for staff.
- We now have Three Transforming Learning Ambassadors, acting as key points of contact between the school and the wider Transforming Learning Team. They provide ongoing support to colleagues and play a key role in driving forward digital learning.

- Targeted support has been provided to teaching staff, with information and resources cascaded to Primary 1–5 colleagues to support their use of iPads within teaching. Primary 6 and Primary 7 staff have engaged in professional dialogue focused on the effective integration of iPads in learning and teaching. To further strengthen practice, Primary 7 staff have visited another school to observe effective digital pedagogy and have shared key learning with colleagues.
- Upper stage teachers have supported pupils to utilise accessibility features on iPads, ensuring digital tools are used inclusively to meet individual learning needs and reduce barriers to learning.
- Opportunities for collaborative and creative learning have also been developed. Primary 4 and Primary 7 pupils are undertaking an inter-stage stop-motion animation project, promoting creativity, digital literacy and teamwork.
- Additionally, Primary 7 pupils have supported Primary 5 learners during the deployment of Primary 5 iPads, demonstrating leadership and effective peer support.
- Workshop held for parent/carers to share information and provide support

Impact:

- Almost all learners in Primary 6 and Primary 7 can access learning on iPads and personalise it to meet their accessibility needs.
- Almost all learners in Primary 6 and Primary 7 are using iPads regularly to support their learning and assessment on a daily basis.
- All Primary 6 and Primary 7 teachers are using iPads for teaching, learning and assessment on a daily basis.
- Less than half of Primary 5 staff and below are using their teaching iPads on a regular basis.

Next Steps:

- To encourage and support every member of staff to use their iPad through a small-scale approach, building confidence and awareness of the variety of uses for the iPad.
- Transforming Learning Ambassadors will continue to support staff and will encourage them to attend new professional learning sessions specific to their learning requirements.
- Digital Leaders will support the new Primary 6 learners in using their iPads and accessing accessibility features.
- Primary 7 and Primary 6 learners will support Primary 5 and Primary 4 learners through a small-scale digital literacy project.
- All staff will familiarise themselves using One Note planning on the iPad.
- An Apple Learning Coach will support and encourage the effective use of Apple technology, promoting creativity and enhancing both digital learning and assessment approaches.

Summary of Progress and Impact from last session's Improvement Plan and Next Steps

School Improvement Priority 3

- To support staff to use agreed mid-term planning formats in literacy and numeracy to provide coherent, progressive learning experiences that provide pace and challenge for all learners
- To create agreed mid-term planning formats for expressive arts, RME and HWB to ensure consistency, progression in line with the benchmarks and Fife Progression Pathways
- To use and evaluate new long-term planning documents

- To refresh IDL topics to ensure they are relevant and meaningful to children and incorporate the context of Lynburn and our local community

HGIOS4 Quality Indicators:

1.3 Leadership of change

2.2 Curriculum

2.3 Learning, Teaching and Assessment

3.2 Raising attainment and achievement

Has this priority been: (please highlight)	Fully achieved		Partially achieved		Continued into next session	Yes
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• Progress:

- All teaching staff engaged in Fife's Planning for Learning, Teaching and Assessment Module in to develop a strong and shared understanding of the principles of planning for learning, teaching and assessment, looking closely at long-term, mid-term and short-term planning
- All teaching staff engaged in professional dialogue on approaches to planning and to support the development, creation and implementation of planning documents at LPS
- All teaching staff are using new long-term planner and use of new mid-term planners for Literacy and Numeracy to support planning, teaching and assessment
- Mid-term planners have been created for all curricular areas and a revised IDL planning grid that explicitly embeds the local context has been created
- All planning documentation has been created electronically and will be accessed through One Note from August 2026
- Almost all teaching and PSA staff have received Inset training to establish the TEACCH approach in their classroom for individuals based on an assessment of need.
- Through Inset training all staff have a shared understanding of the visually explicit resources and work systems required to promote independence and meet learners' needs.
- A long-term planner has been created and shared with all staff to provide a clear overview of intended learning for pupils working within the foundation milestones and pre-early level.
- A weekly planning framework has been created and shared with all staff to ensure consistent practice across all stages for pre-early level learners.
- All teaching and PSA staff have engaged in Inset training to practise using Fife Council's Planning and Progression Tool in conjunction the with newly created planning formats.
- All teaching staff and PSAs facilitating identified learners with complex needs in P2, P3 and P5 have worked collegiately with the Additionality to teacher to support their professional development.

Impact:

- The creation and introduction of structured mid-term planning across all CfE curricular areas and a revised IDL planning grid will establish greater clarity, progression and continuity in learning pathways supporting more effective planning for high-quality learning, teaching and assessment. Staff will use planning more effectively to align learning, teaching and assessment, resulting in more accurate professional judgements and improved learner engagement and experiences. This will provide evidence of improved attainment and more targeted support for identified groups.
- Following Inset training and working in partnership with class teachers and PSAs, almost all staff have a

- clear and shared understanding of the principles underpinning the TEACCH approach and planning for learners with pre-early level complex needs. In the identified cohort of P2, P3 and P5 pupils:
- Individualised TEACCH workstations have been established in all classroom settings reflecting the needs, interests and targets of the child and which align with the outcomes from a CIRCLE Framework audit.
- All PSA staff feel more confident in their practice and are consistently employing work systems with clear routines and boundaries using visual aids providing predictability and clarity for all learners.
- With time and consistency, all teaching and PSA staff have noted reduced distractions and increased active engagement with pupils at their workstations.
- All PSAs have commented and noted in observations that all learners can complete some tailored tasks independently and without constant one-to-one intervention.
- Observations from all teachers and PSAs, have seen a reduction in dysregulated behaviours as a direct result of the structured, low-arousal physical environments and predictable rituals and routines.
- Almost all learners are now showing some or improved engagement with their peers, for example, participating with actions or instruments in class songs or parallel play in the classroom or playground.
- Almost all teachers are using the Fife Planning and Progression tool with more confidence to plan learning experiences to meet identified targets from PEP provisions and PAT meetings with DHTs.
- All PSAs and almost all teachers are consistently using the Continuum of Engagement and Types of Support, where appropriate, to recognise pupil achievement and progression as outlined by Education Scotland in the 'Milestones for learners with complex additional support needs.'

Next Steps:

- All teaching staff will use new planners within One Note during session 26-27
- Regular collegiate moderation of planning will be embedded to ensure shared expectations of standards and quality of learning, teaching and assessment
- Staff to build on and embed good practice by using their TEACCH training and the CIRCLE Framework
- to create structured physical environments as learners with complex needs transition into new classes in the next academic year.
- Build staff experience and confidence with newly created planning formats and Fife Council's Planning and Progression tool.
- Opportunities for moderation of achievement and progression between teaching and PSA staff, for example, the difference between rote learning and having a developed understanding.
- Continue to build, extend and catalogue resource materials.
- Establish agreed planning meeting dates with PEP provisions throughout the year to ensure consistency, continuity and progression for learners.

Summary of Progress and Impact from last session's Improvement Plan and Next Steps

School Improvement Priority 4

- To support staff to identify and become familiar and confident in the use of meta-skills language in teaching, learning and assessment and to support the completion of end of term reports
- To embed meta-skills into the learning experiences of all pupils from P1-7, preparing them for lifelong learning and future success

HGIOS4 Quality Indicators:

1.3 Leadership of change

2.2 Curriculum

2.3 Learning, Teaching and Assessment 2.6 Transition

3.2 Raising attainment and achievement

3.3 Increasing creativity and employability

Has this priority been: (please highlight)	Fully achieved		Partially achieved	yes	Continued into next session	Yes
Progress - All staff have been given access to learning materials and resources through Skills Development Scotland to support their understanding of meta skills. - A working party attended a meta skills webinar, with key information and learning effectively cascaded to all staff. - A clear timetable outlining the implementation of meta skills from January to June was developed and shared with all staff. - A meta skills planner and tracking tool has been developed and shared to support consistent planning and monitoring across the school. - Pre- and post-surveys of staff confidence in teaching meta skills were undertaken, with findings used to inform and shape the overall strategy. - Meta skill assemblies, created through Tree of Knowledge, have been delivered to classes, with plenary sessions reinforced through departmental assemblies. - Learners have engaged in self-assessment, evaluating and evidencing their knowledge of the six focus meta skills. - Visual resources have been developed to support the four-part model, ensuring a consistent approach to embedding meta skills. - A parent Sway was shared in January to raise awareness and understanding of meta skills within the whole school community.						
Impact: - The co-creation of learning environments, linked explicitly to meta-skills, has led to purposeful and responsive classroom practices in the majority of classes. - Across the majority of classes, meta-skill language is embedded effectively, with most learners confidently able to describe and explain the meta-skills they are applying in their learning. - The majority of classes are using meta-skills as part of the 4-part model, which has strengthened this approach, ensuring that meta-skills are planned for and visible within learning experiences. As a result, the majority of pupils within upper years are making clear connections between classroom activities, meta-skills being taught and their own learning and next steps. - The impact of tracking and monitoring remains variable, as less than half of staff are currently using the tracker to its full potential, limiting the ability to fully evidence progression over time.						
Next Steps: - Seek parent and carer views when reports are issued to inform ongoing improvement. - Meta Skills working party will continue to support staff and will encourage them to attend new professional learning sessions specific to their learning requirements. - Further embed the remaining six meta skills across the curriculum. - Continue to track meta skills using tracker to build an accurate reflection of each learner's journey throughout the school. - Recognise and celebrate meta skill development through awards at assemblies. - Meta skills to become focus of one of the Learn with us opportunities for parents. - Provide A4 classroom visuals and resources to ensure a consistent and continuous focus on meta skills.						

- Classroom observations focus to monitor how meta skills are embedded in learning and teaching.

Improving Outcomes

Attainment

Overall Attainment for 2025 - 2026	
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	Literacy		Numeracy	
	Stretch	Actual	Stretch	Actual
P1	76.3%	76%	83.1%	81%
P4	68.4%	73.7%	75.4%	67%
P7	63.9%	71%	67.2%	65%

Stage	Listening and Talking	Reading	Writing	Numeracy
	Actual	Actual	Actual	Actual
P1	84.2%	75.4%	69%	80.2%
P4	79%	78.9%	63%	67%
P7	86%	71%	57%	65%

Attainment Over Time Evaluative Statement (Primary/Secondary):

[illegible]

Impact of PEF on outcomes for children and young people:

Progress:

Work facilitated by full-time Nurture/ASN Teacher/Additionality Teacher

ASN: *establishing a space for pupils with additional support needs to learn, communicate, regulate and cope with the environment of a mainstream school.*

Therapet Weekly visiting therapet, Belle, continues weekly visits to support both the wellbeing of children and reading skills.

Pupil Leadership: Pupils are leading on various aspects of the school: playground regulation (Peer Mediators, The Calm Club), daily wellbeing moments (Wellbeing Ambassadors) to ensure they have ownership within their school.

Seasons for Growth: This program is a bereavement group for children to help them process and understand the feelings associated with grief and loss.

Family Wellbeing Groups: developed to support positive family relational dynamics. Two parent groups were facilitated this year, reaching 12 parents and their children.

Daring Ventures: Co-facilitating Daring Ventures training with Dr Suzanne Zeedyk to support 80 colleagues around Fife develop relational-led practice. Daring Ventures ran two sessions during Summer 2025 (20 in each) and a further 4 day workshop in October 2025 (40 people). The impact continues to ripple. The Woodmill cluster model has been used as a criteria for applying to attend the course. Each cluster had to have a representative from as many feeder primaries as possible and at least one from the high school.

Cluster Wellbeing Group: Leading the wellbeing cluster group has enabled a strategic and collaborative approach to supporting both pupils and families during key transition stages. This has included planning and delivering a range of targeted events, such as a wellbeing festival for pupils and a dedicated parental transition session. The pupil event provided engaging, experiential opportunities to develop emotional awareness, regulation skills and confidence about moving to high school, while the parent event focused on building understanding and equipping families with practical strategies used in schools that could be replicated at home.

Impact:

ASN: The Aquarium Learning Hub

The Learning Hub has had a positive impact on ASN pupils by providing a structured, nurturing environment that supports both communication and emotional regulation. Through the use of Signalong, targeted learning tasks, songs and access to sensory spaces, pupils are able to engage in learning in a way that meets their individual needs and reduces overwhelm. The quieter, more predictable environment supports pupils to feel safe and settled, enabling them to develop confidence in expressing themselves and managing their emotions. As a result, many pupils show improved engagement, increased independence and a greater readiness to participate in learning both within the Hub and in the wider school environment. One child has recently started saying words, another has been able to communicate what they need or want through signing, another pupil has reduced their overwhelm and destructive behaviour.

Therapet:

The visiting therapy dog (Belle) has had a positive impact on the emotional wellbeing of targetted pupils, and has supported pupils who are care experienced, recently bereaved or with additional support needs. The dog provides a calm, non-judgemental presence, offering comfort, reassurance and a sense of safety during times of distress or dysregulation. For many pupils, time spent with the therapy dog has supported emotional regulation, reduced anxiety and created opportunities to build trust and positive connections. This gentle, consistent support has helped pupils feel more settled, secure and ready to engage in learning. It was reported that all learners felt calmer and more settled after spending time with Belle.

Pupil Leadership: Peer Mediators, Calm Club and Aquarium Ambassadors continue to embark on leadership roles and develop wellbeing and relational skills across the school. Peer Mediators were trained in term 1 and work

daily shifts to support minor conflict in the playgrounds. Pupils embarked on improving scripting (particularly in infants) to make the language more accessible. They also suggested ideas to help make use of the school token system as part of the mediation process. The Calm Club have supported numerous pupils in the playgrounds to help reduce anxiety and upset.

Seasons for Growth (10 x pupils and 6 parents)

Pupil impact:

Participation in the Seasons for Growth bereavement programme has had a meaningful impact on pupils' emotional wellbeing and ability to understand and process loss. Most pupils have developed a stronger awareness of their feelings and responses, alongside learning healthy ways to express and manage emotions in a safe, supportive environment. The nurturing, structured approach has helped reduce feelings of isolation, build resilience and increase confidence in talking about difficult experiences. As a result, pupils are better able to regulate their emotions, feel more connected to others, and show improved readiness to engage in learning.

Parent impact:

Parents who have attended the Seasons for Growth programme have reported increased confidence and understanding in supporting their child through experiences of divorce and separation. The programme has provided practical strategies, language and reassurance, helping parents to better recognise and respond to their child's emotional needs. This has strengthened communication within families and supported more consistent, nurturing responses at home. As a result, all parents who attended feel more equipped to guide their child through change, contributing to improved emotional wellbeing and stability for both the child and family.

Family Wellbeing Group:

Warwick-Edinburgh Mental Well-being Scale Baseline and end-of-programme assessments were conducted with all participants, though one parent was excluded from the final data due to a family bereavement. To ensure objectivity, post-tests were completed blindly without reference to initial scores. While the majority of parents began the programme with "below average" wellbeing scores, every participant showed improvement by the end of the 6 week programme. All final scores shifted into the "Average" or "Above Average" categories, culminating in a significant 35% overall increase in group wellbeing. A shift of 3 points or more is considered "clinically meaningful", all parents exceeded this. In order of impact, the most notable areas of self-reported improvement were:

- I've had energy to spare
- I've been feeling good about myself
- I've been feeling confident
- I've been feeling relaxed
- I've been interested in new things
- I've been able to make my own mind up about things
- I've been dealing well with problems
- I've been feeling close to other people

Qualitative Feedback What parents hoped to gain from the 6 week programme Reflections on learning following the six weeks sessions.

- How to approach a situation for each family member.
- I am aware of when my mind is spiralling and steps to take to regulate myself. I have Mindfulness practices and HeartMath tools to use.
- Using HeartMath in difficult situations with my emotions and when my child has tricky behaviour.
- I am starting to be aware of my child's behaviour and how to help.
- My head is clearer. I can deal a bit better with things
- I am more aware of how not to react to stressful situations. What has been your biggest insight from the 6-week programme?
- Learning to take a moment to yourself for own sanity. Mental Health and help encourage everyone to do so. It's not selfish, it's self-care.
- My breathing has improved since attending these sessions.
- My biggest insight has been realising what I needed to do to help be more calm and focus more. Thank you so much, always appreciate your hard work.

- Been grateful to be here with other parents learning different techniques. Calm my mind and bring me back to a calming state. Take time for me and not feeling guilty. The energy in the room is very calming.

Daring Ventures:

The feedback highlights the powerful impact of DV in building staff knowledge and confidence to improve outcomes for children, families and colleagues. It is seen as particularly valuable for those with limited prior experience in mental health, offering clear, accessible insight into behaviour, trauma, attachment and emotional responses. Staff describe a deeper understanding of the biological and relational factors that influence behaviour, both in others and within themselves. This increased awareness supports more compassionate, informed responses and helps to prevent further emotional harm, creating safer and more supportive environments.

- “DV is the key to all your problems. It gives staff the knowledge to effectively improve outcomes for children, families & other adults. It prevents further harm, emotionally.”
- “Affirmed DV is really valuable for people with no previous mental health experience/knowledge/training to help them better understand themselves and others. It is a useful tool for practitioners in schools.”
- “Inspired! DV links theory to practice. It can so easily be applied in the classroom and schools. I think using the techniques that come from this information will have a tangible impact for children.”
- “Hopeful - Scunnered Knowing the importance of relational health is transformative. We should make a 30-second video telling the world about DV.”
- “Intrigued Behaviours are about our biology. Biology is in constant use. We need to understand this before we can help others deal with their behaviour. We need this information to understand our own behaviours.”
- “Enlightened People understanding more about responses, behaviour, attachment, containment and the biology of the body. I would like to do all this again with my whole team. I need Suzanne to do this at Methilhill Primary and Pathhead Primary.”
- “Hopeful Every day is a school day. DV passes on in-depth information. It looks at everything about trauma and boundaries in a different light.”

Cluster Wellbeing Group

Parental Transition event:

Feedback from the Woodmill Wellbeing Transition Event demonstrates a strong and measurable impact on parental confidence, understanding and engagement in supporting their child’s emotional wellbeing. Parents rated the event very highly and particularly valued the practical, accessible strategies shared, including HeartMath, breathing techniques and regulation approaches. These tangible tools helped parents feel better equipped to support their child through the transition to high school, with many highlighting an increased understanding of anxiety, routines and coping strategies. The focus on clear, usable approaches was a key strength, enabling parents to leave with skills they could apply immediately at home.

A significant outcome of the event was the strengthened connection between home and school, with parents valuing the shared language and consistent approaches to wellbeing. This alignment supports greater continuity for young people at a key transition point and enhances the overall impact of support. The event also increased reassurance and trust in the school and cluster’s commitment to emotional wellbeing, with parents expressing confidence in the support their child will receive. Overall, the event has had a positive and lasting impact, improving parental confidence, fostering consistency across settings and contributing to a more supported and emotionally secure transition experience for young people.

We received the following feedback from some parents:

- “Good to hear the techniques and language used in schools so we can replicate at home.”
- “Means we can use strategies they are already familiar with.”
- “Good to know about the focus on wellbeing.”
- “Really brilliant to see how much the cluster are considering our children’s mental wellbeing.”
- “Very informative—great ideas to help my child transition more easily.”

Pupil transition:

Pupil feedback indicates that the wellbeing transition work has had a positive impact on learners' emotional readiness for high school. Pupils reported increased understanding of their thoughts, feelings and body responses, alongside developing practical coping strategies such as regulation techniques and reflection.

- "It helped me understand my thoughts better."
- "Talking about my emotions and triggers was useful."
- "It teaches me what you feel and where."

Overall message: pupils are developing emotional literacy, which is key for transition.

Sensory and interactive activities were consistently highlighted as highly engaging and supportive, with many pupils valuing opportunities to experience and practise strategies in a safe environment.

- "The strategies you could use were useful."
- "Writing my thoughts down helped."
- "The mints... they calmed me down."

This suggests the programme is not just theoretical — pupils are taking away usable tools.

Feedback also suggests that the work has helped reduce anxiety about transition for some learners.

- "I was a tiny bit nervous about high school but now I'm not."

This indicates the work is successfully reducing anxiety and building confidence about transition.

Next Steps:

ASN: Continue to support pupils within ASN provisions. Develop signalong, introduce social stories and a more targeted curriculum programme that builds on core words and communication.

Therapet Continue weekly visits, the children will change next session, potentially doing whole class visits to teach safety with pets/dogs.

Pupil Leadership: Train and develop new Calm Club, Peer Mediators (p6), Perhaps have a new HeartMath group of pupils leading practices and sessions. Employ new Wellbeing Ambassadors.

Seasons for Growth: Continue with a new group. Possibly get pupils to self-refer again.

Family Wellbeing Groups: continue to use resource/booklet for workshops. Perhaps add in HeartMath for parents to experience and understand.

Daring Ventures: A summer Daring Ventures has been planned for July which will be co-facilitated with Dr. Suzanne Zeedyk.

HeartMath: Continue to analyse data and contribute to the report. Look to see how HeartMath can be developed and used with groups of pupils and parents.

Cluster Wellbeing Group: continue to build on what we have developed this year and learn from it. Continue with transition event for pupils and transition booklets. Improve the communication for parental event and allow more opportunities to view resources/chat with teachers. Develop a booklet for S1 pupils so the transition and emotional language progresses.

Achievements

There have been a wide variety of wider achievement opportunities across this School session. All opportunities have developed a range of skills linked to the Four Capacities and the Four Contexts for Learning:

The Four Capacities

- Effective Contributors
- Successful Learners
- Responsible Citizens
- Confident Individuals

The Four Contexts for Learning

- Ethos and life of the school as a community
- Curriculum areas and subjects
- Interdisciplinary learning
- Opportunities for personal achievement

These have been shared throughout the session through Sway newsletters, Seesaw/TEAMS, Learning Sways, social media channels, displays and celebrated through Star of the Week, assemblies and Values VIP Postcards.

Below is an overview of these opportunities:

Early Learning Setting (Nursery)	Primary 1	Primary 2
See Nursery SQR	ASC – Gymnastics Nursery/P1 Buddies to support transition Active Schools targeted groups	ASC – Multi Activity Reading Buddies with P5 Dundee Science Centre Workshops Active Schools targeted groups
Primary 3	Primary 4	Primary 5
Tennis Taster Sessions leading to Mini Wimbledon tournament Athletics Festival Dundee Science Centre Workshops Amazon Community arts & crafts for Red Nose Day Active Schools targeted groups	ASC – Football ASC – Arts and Crafts Tennis Taster Sessions leading to Mini Wimbledon tournament Athletics Festival Dundee Science Centre Workshops	YMI Project ‘Beatbox’ ASC – Football ASC - Choir PARS – School Engagement Bowling Taster Sessions Reading Buddies with P2
Primary 6	Primary 7	Whole School
ASC – Netball ASC – Hockey Junior Sports Leaders PARS – School Engagement Instrumental Tuition ASC – Choir Heartmath Project Dunfermline United Burns Competition Big Strum – Ukulele ASC	Rotary Quiz Ardroy Residential ASC – Netball ASC – Basketball ASC - Football Intergenerational Project with Abbeyview Dementia Cafe PARS – School Engagement Lynburn Leaders Vice & House Captains Cluster Sports Tournaments Digital Leaders Babcock Engineering Festival Carnegie Trust Personal Talk Awards	Values VIP Tokens/Awards Star Awards American Football tasters Sharing Assemblies Scottish Poetry Competition Book at Bedtime World Book Day Emotion Works Gold Award JRSO Bronze Award Kitbag School award 7 th Green Flag award for Eco Schools Scotland

	Instrumental Tuition Active Schools Cluster League		
ASC = After School Club			

Evaluations (School)				
	2023-24	2024-25	2025-26	Inspection Evaluations (since August 2024)
1.3 Leadership of Change	Very Good	Very Good	Very Good	Not assessed
2.3 Learning, teaching and assessment	Good	Good	Good	March 24
3.1 Ensuring wellbeing, equity and inclusion	Very Good	Very Good	Very Good	Not assessed
3.2 Raising attainment and achievement	Good	Good	Good	March 24
Evaluations (ELC) – HGIOELC?				
	2023-24	2024-25	Inspection Evaluations	
1.3 Leadership of Change	Very Good	Very Good	Not assessed	
2.3 Learning, teaching and assessment	Good	Very Good	Very Good March 24	
3.1 Ensuring wellbeing, equity and inclusion	Very Good	Very Good	Not assessed	
3.2 Securing children’s progress	Good	Very Good	Very Good March 24	
Shared Quality Improvement Framework – HMIE/Care Inspectorate Evaluations (ELC)				
	2025-26	2026-27	2027-28	
Leadership	Very Good			
Play and Learning	Good			
Development	Not assessed			
Support to achieve	Good			

